There was provision in the Ayurveda Hospital for the treatment of only eight in-patients. Arrangements should be made to increase the number of such patients in the hospital to at least twenty-four.

Perhaps the most striking testimony to the value of the Ayurvedic system of treatment was the popularity enjoyed by the Trivandrum hospital. More institutions of the kind could advantageously be established in other parts of the country. For the time being, a scheme for the establishment of at least one hospital in each of the Revenue Divisions should be taken in hand.

The sites of some *vaidyasalas* were chosen with an eye to the convenience of the *vaidyans* concerned rather than of the public. Those *vaidyasalas* should be shifted to more convenient and easily accessible places.

The *vaidyans* of the Ezhava community were not sufficiently encouraged by the department. The *vaidyasalas* run by Ezhavas should be more liberally awarded grants-in-aid and the community should be given better representation in the Ayurvedic institutions such as hospitals and College.

DEWAN'S REPLY: ആയുർവേദഡിപ്പാർട്ടുമെൻറു പരിഷ്കരിക്കുമ്പോൾ താമസിയാതെ പരിഷ്കരിക്കണമെന്നാണ് ഉദ്ദേശം. നിങ്ങൾ പറഞ്ഞ കാര്യങ്ങളെല്ലാം കൂടി ആലോചിച്ചു ചെയ്യാം.

[It is proposed to reform the Ayurveda Department without delay; and then your representations will also be considered by Government.]

68. Educational Reforms.

MR. KANAKKU ARUMUGAPERUMAL PILLAI MATHEVAN PILLAI (*Tovala taluk*) said that in times gone by the State was essentially agricultural and not industrial in character and that therefore education was not regarded in those days as quite necessary to popular well-being. But times had changed and the need for education was becoming more and more evident.

The State spent Rs. 30 lakhs every year on education; but more than half of that amount was devoted to higher education. Primary education deserved better attention and a larger share of the annual allotments provided in the Education budgets. Specified amounts should be provided year after year for making primary education universal. Several parts of the country were still in a state of complete illiteracy.

The educational system of the State stood in need of radical reform. Industrial education should be given more prominence than the purely literary education which was in vogue. In certain schools, some instruction was imparted on industrial subjects; but it was not of the right kind. In making education more commercial and industrial in character, the particular needs of the various localities and

centres should be borne in mind. Cottage industries should be introduced as compulsory subjects in Vernacular and English schools.

Government should render all possible aid to private enterprise in the matter of the establishment and maintenance of factories and industrial institutes. They should also open new avenues to men trained in industrial subjects.

A few plots of land each should be assigned to the educated men, who were unemployed, for agricultural purposes. Though something was being done in that direction in north Travancore, it was not enough.

Industrial schools should be started in important centres at least. Such schools should be maintained by the people of the localities and they should be made to conform to the varying requirements of the localities.

DEWAN'S REPLY: Your suggestions for educational reform are noted and will be considered by Government.

69. Educational Reforms.

MR. ISMAIL PILLAI MAHAMAD MUSTAVA (*Chirayinkil taluk, Group I*) speaking in Malayalam, said that education in its existing form gave the students only theoretical knowledge; but it did not make them practical men. Parents spent all that they had on the education of children, suffering privations and untold hardships; but many of the young men could not find employment. If the country should be prosperous, it should have an industrial population and trade and agriculture should flourish. Hence the system of education should be such as would provide facilities for young men being trained in those professions.

Every child, male or female, should be given the benefits of primary education. Immediately after the completion of primary education, the children should be given facilities to be trained in agriculture, industries and trade. A large number of schools should be established to impart training in those important professions. A college should be opened in each Division to enable those students to acquire a more thorough knowledge of their particular subjects.

Though women should be given equal opportunities with men to acquire knowledge, the subjects should be different. Domestic economy, child-welfare, hygiene, music, sewing, etc. should occupy a prominent place in the curricula of their studies.

The physical training of school children was neglected. Teachers should create an interest in boys for games and out-door exercises by themselves participating in those games and exercises.

The time for holding the final examinations in schools and colleges should be altered. The months of Kumbhom and Meenom when the examinations were held were unsuited for the purpose, being the hottest months of the year. Epidemics also broke out in those months. Some cooler months should be chosen, in consultation with the university authorities, for holding examinations.